Alder Grove Charter School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Alder Grove Charter School
Street	714 F St.
City, State, Zip	Eureka, CA 95501-0540
Phone Number	(707) 268-0854
Principal	Jennifer A. Allen-San Giovanni
E-mail Address	jenni@aldergrovecharter.org
Web Site	www.aldergrovecharter.org/
CDS Code	12 63032 0111203

District Contact Information	
District Name	Alder Grove Charter School
Phone Number	(707) 268-0854
Superintendent	Jennifer A. Allen-San Giovanni
E-mail Address	jenni@aldergrovecharter.org
Web Site	www.aldergrovecharter.org/

School Description and Mission Statement (School Year 2016-17)

Alder Grove Charter School is an independent study charter school that provides a voluntary public educational choice for families of students w ho choose to educate their children in the home environment. We believe individual differences and the uniqueness of each child are to be supported and celebrated. Our mission is to provide students with personalized learning and to support parental choice in education.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	21
Grade 1	17
Grade 2	28
Grade 3	20
Grade 4	21
Grade 5	38
Grade 6	30
Grade 7	24
Grade 8	31
Grade 9	35
Grade 10	30
Grade 11	38
Grade 12	46
Total Enrollment	379

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	3.4
Asian	0
Filipino	0
Hispanic or Latino	13.7
Native Hawaiian or Pacific Islander	0.3
White	69.9
Two or More Races	11.3
Socioeconomically Disadvantaged	68.3
English Learners	0.5
Students with Disabilities	10.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	28	30	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	98.7	1.3
All Schools in District	99.2	0.8
High-Poverty Schools in District	99.2	0.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Students use a variety of curriculum in a personalized learning school. Curriculum is chosen based on the students' strengths, weaknesses, interests and learning styles.

School Facility Conditions and Planned Improvements (Most Recent Year)

The school leases facilities which are maintained by the landlord(s).

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Spring 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: Spring 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	41	40	43	40	44	48
Mathematics	24	23	28	30	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	23	95.8	43.5
	4	23	21	91.3	23.8
	5	38	37	97.4	43.2
	6	38	37	97.4	27.0
	7	26	25	96.2	52.0
	8	34	33	97.1	45.5
	11	45	44	97.8	40.9
Male	3	11	10	90.9	30.0
	4	12	10	83.3	30.0
	5	14	14	100.0	35.7
	6	22	21	95.5	14.3
	7	13	12	92.3	50.0
	8	14	14	100.0	28.6
	11	23	23	100.0	43.5
Female	3	13	13	100.0	53.9
	4	11	11	100.0	18.2
	5	24	23	95.8	47.8
	6	16	16	100.0	43.8
	7	13	13	100.0	53.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	20	19	95.0	57.9
	11	22	21	95.5	38.1
White	3	15	14	93.3	50.0
	4	17	15	88.2	26.7
	5	24	23	95.8	47.8
	6	25	24	96.0	25.0
	7	20	19	95.0	52.6
	8	30	29	96.7	48.3
	11	30	29	96.7	24.1
Socioeconomically Disadvantaged	3	17	17	100.0	29.4
	4	17	15	88.2	26.7
	5	26	25	96.2	36.0
	6	26	25	96.2	28.0
	7	16	15	93.8	53.3
	8	17	17	100.0	41.2
	11	25	25	100.0	44.0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	24	23	95.8	43.5
	4	23	21	91.3	28.6
	5	38	37	97.4	18.9
	6	38	37	97.4	18.9
	7	26	26	100.0	32.0
	8	26	26	100.0	32.0
	11	45	44	97.8	4.5
Male	3	11	10	90.9	40.0
	4	12	10	83.3	40.0
	5	14	14	100.0	7.1
	6	22	21	95.5	14.3
	7	13	13	100.0	50.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	13	13	100.0	50.0
	11	23	23	100.0	8.7
Female	3	13	13	100.0	46.1
	4	11	11	100.0	18.2
	5	24	23	95.8	26.1
	6	16	16	100.0	25.0
	7	13	13	100.0	15.4
	8	13	13	100.0	15.4
	11	22	21	95.5	
White	3	15	14	93.3	42.9
	4	17	15	88.2	26.7
	5	24	23	95.8	26.1
	6	25	24	96.0	12.5
	7	20	20	100.0	36.8
	8	20	20	100.0	36.8
	11	30	29	96.7	3.5
Socioeconomically Disadvantaged	3	17	17	100.0	29.4
	4	17	15	88.2	26.7
	5	26	25	96.2	16.0
	6	26	25	96.2	28.0
	7	16	16	100.0	20.0
	8	16	16	100.0	20.0
	11	25	25	100.0	4.0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	48	50	45	67	60	48	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	111	108	97.3	45.4
Male	38	38	100.0	55.3
Female	73	70	95.9	40.0
Hispanic or Latino	13	13	100.0	15.4
White	82	79	96.3	54.4
Socioeconomically Disadvantaged	69	67	97.1	41.8
Students with Disabilities	12	12	100.0	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

The school does not offer any CTE classes because of the lack of highly qualified specialist teachers. Students have the ability to concurrently enroll in the local community college where they are able to and do take a variety of classes.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	37.2

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	21.2	27.3	24.2
7	30.4	8.7	13
9	16.7	22.2	2.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to participate in the school. Parent involvement in the education of the student is critical, as most learning takes place at home. Parents are also encouraged to become members of the School Leadership Team and Governance Council.

Twice yearly full-day parent workshops are held on a variety of topics including hand writing, teaching your child to read, learning styles, math standards, homeschooling and more.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	16.10	9.60	7.30				11.40	11.50	10.70
Graduation Rate	74.19	67.31	80.49				80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	100	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	100	100	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	100	91
Two or More Races	63	63	89
Socioeconomically Disadvantaged	50	50	66
English Learners	0	0	54
Students with Disabilities	100	100	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	3.0	4.9	0.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The school has a safety coordinator and a safety team, who are responsible, with the director, for the creation and implementation of a school safety plan.   The Safety Team meets monthly to review and develop procedures.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	NA											
1	NA											
2	NA											
3	NA											
4	NA											
5	NA											
6	NA											
Other	NA											

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									NA			
Mathematics									NA			
Science									NA			
Social Science									NA			

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.6	30
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	.2	N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7,740	$755	$6,985	$52,190
District	N/A	N/A	$4,985	$52,525
Percent Difference: School Site and District	N/A	N/A	40.1	0.8
State	N/A	N/A	$5,677	$60,985
Percent Difference: School Site and State	N/A	N/A	30.6	-11.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

The school offers a mandatory Academic Support Program to those students who are below grade level. Students receive an extra hour of tutoring, either face to face or on line in math, reading and/or writing if they are identified as needing Academic Support Services. Small reading and writing groups are also offered to students not below grade level who voluntarily sign up for this service. Drop in math lab is held every day and is a n opportunity to get math support for students of all grade levels. Alder Grove also has students participate in SES, as mandated by Program Improvement.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,008	$41,085
Mid-Range Teacher Salary	$53,950	$59,415
Highest Teacher Salary	$66,647	$75,998
Average Principal Salary (Elementary)	$73,182	$100,438
Average Principal Salary (Middle)		$101,868
Average Principal Salary (High)		
Superintendent Salary	$91,350	$116,069
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	NA	N/A
English	NA	N/A
Fine and Performing Arts	NA	N/A
Foreign Language	NA	N/A
Mathematics	NA	N/A
Science	NA	N/A
Social Science	NA	N/A
All courses	NA	NA

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Staff attends required monthly staff meetings where current best practices are discussed. Staff have the opportunity to attend local and statewide conferences and workshops. New teachers are supported through the BTSA program as well as support from Advisory Teachers onsite. Teachers are encouraged to seek professional development opportunities.